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Six Lessons on Shorthand

by

P.B. Templeton



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**TEMPLETON'S  
SHORT HAND**

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B. D. WAKER  
LAWYER  
DALLAS, TEXAS

*135, 12, 1840*  
*Nov 10 1841*

# SIX LESSONS

ON

# SHORT-HAND;

WITH

OBSERVATIONS AND ADVICE,

AS TO THE

PRACTICE OF THE ART,

THE DIFFERENT CLASSES OF SPEAKERS WHOM A WRITER  
MAY HAVE TO FOLLOW, AND THE BEST AND CHEAPEST  
MATERIALS TO USE IN WRITING.

BY P. B. TEMPLETON.

LONDON:

W. S. ORR & CO. AMEN CORNER, PATERNOSTER ROW.

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T. S.

## PREFACE.

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THE writer of these pages believing that there was much room for improvement in the mode of treating the art of Short-Hand, has ventured to present to the public this treatise, hoping that in some respects it may be found worthy of the attention of those who desire to attain proficiency in this useful art. To urge anything here by way of encomium on the advantages of Stenography would be out of place, it being supposed that all who attempt to acquire this art are fully impressed with its importance and utility as a branch of education. The few observations which remain to be made by way of preface, shall therefore be confined to the claims which the author would set up in favour of this little manual, with a remark or two in reference to itinerant teachers.

First, the author would observe that his book is written by a PRACTICAL MAN—one who has had many years experience in Short-Hand writing, both for his own private purposes, and for the benefit of the public, in connexion with the newspaper press in some of the largest towns in this country, where, as a matter of course, the most able in the profession only are engaged.

The value of this first claim, then, consists in the fact that most, if not all, of the popular treatises on this subject now extant, have been written by men who have had little or no practical acquaintance with Short-Hand, and who could not therefore be reasonably expected to lay down the theory of an art, which they could not practise, with the same degree of regularity and precision as one who for some years has followed it as his daily employment. Such, indeed, we find to be the case; for even the best of these treatises are but heterogenous masses of materials, without method or arrangement, in which historied notices of the art, with other literary curiosities, are mixed up indiscriminately with the rules which constitute its theory; and thus the pupil, who, perhaps, has little time to spare in matters of that sort, and less inclination to be perplexed, is tormented with the trouble of sifting that which is necessary from that which is curious, and of forming a system of

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rrangement for himself, which, from his ignorance of the art, if from no other cause, must be exceedingly imperfect.

To mention the names of books of this description would be but a waste of time and paper: take the best extant, as an example—"HARDING'S UNIVERSAL SYSTEM"—and the truth of the observations already made will need no futher demonstration. Another, and perhaps the worst and most contemptible of these productions is entitled "M'Dougall's Improved System of Short-Hand." This production would not on any account have been mentioned here, were it not for the circumstance of its having been put forth in Manchester. It is only necessary to say that it is a complete plagiarism from Harding's—or in other words, "a literary theft," without the shadow of a claim to recommend it, and put together by a man who, there is every reason to believe, could not write twenty lines of Short Hand after an ordinary speaker if he were to receive in consideration thereof as many thousand pounds. It is much to be regretted that too many of the books on this subject have been written by persons of this character. The result is sufficiently obvious in the disgust with which persons turn from the pursuit of Short-Hand, after attempting to acquire it from such worthless instructors.

In the second place, the author trusts that his arrangement of the lessons will be found to be not only very clear and simple, but also different from, and much more natural than the arrangements generally adopted. It is customary first to give a few rules as to the mode of spelling, and then to direct the learner to the Short-Hand alphabet. This is a most absurd method of procedure, inasmuch as the strangeness of the characters, added to the difficulty of abbreviated orthography, ushers the learner into a labyrinth from which he can scarcely by any means escape, unless he gives up the acquisition of the art as a hopeless task. In this little treatise, the learner is gradually led on from the simplest to the most difficult mode of abbreviation, before any Short-Hand characters are introduced to his notice, excepting a few arbitraries. He is taught to do all that the best system of Stenography requires to be done, in the common hand which he has been accustomed to write all his lifetime, and has then nothing to do but to learn and adopt an alphabet more simple in its character.

#### TEACHERS OF SHORT HAND.

The student of Short-Hand who is in possession of a well arranged treatise on the subject, seldom needs a teacher unless he is



too idle to think for himself. In all branches of education a *good* teacher is useful occasionally; but it unfortunately happens that most, if not all of those itinerating teachers of Short-Hand who profess to do so much in so little time, are a set of barefaced impostors who live upon the credulity of the public, and who are as ignorant of the practice of what they profess to teach, as any black inhabitant of Africa who never saw a book. The advertisements which they publish are generally so worded as to induce the unwary to suppose that by taking three, four, or six lessons "of an hour each," they will be enabled to write "as fast as a person can speak." The lessons are tried—the fee, of course, being PAID IN ADVANCE. Those who have been thus cheated out of their money, and befooled into the bargain, can best tell at what price they afterwards value these instructions.

As a caution against the deceptions practised by these unblushing empirics, the author will mention one or two instances of attempted imposture which have come under his own observation.

Between three and four years ago a person named BUCK, who had been for some time in Manchester professing to teach writing, mental calculations, short-hand, &c., found his way to Middleton, a little town about midway between Manchester and Rochdale, where he issued flaming bills announcing the wonders he was about to perform in the way of communicating knowledge. The author of this treatise happening to be passing through the town, in company with a friend, who is also a good Stenographer, was induced, by way of curiosity, to call upon this professor for the purpose of seeing what his capabilities were in reference to Short-Hand. The worthy teacher, after showing his alphabet, and reiterating his assurances that if we took his four or six lessons, we should be very competent Short-Hand writers, exhibited a specimen of what one of his pupils had done with the aid of his instructions. This specimen, which was written upon the first side of a common sheet of writing paper, (which side, by the way, was not half filled, the writing, too, being in a very large character)—this specimen we were assured, contained the whole of a sermon which had occupied three quarters of an hour in its delivery. Having expressed our astonishment that so much matter could be comprised within so limited a space, the professor, in order to convince our stubborn understandings, began to read it. The task, however, was not quite so easy as was expected; and after having gone over, in the most bungling fashion, four or five lines, which was about one-third of the whole specimen,

and occupied something like a minute and a half in the reading, the gentleman, with the greatest possible composure, laid down his specimen, and proceeded to expatiate on the extraordinary things that might be achieved by Stenography. We assured him that we had often heard what wonderful feats Short-Hand writers could accomplish, but that nothing that we had either heard or seen was at all to be compared with the superiority of his system, which seemingly could enable a pupil to take down a sermon occupying three-quarters of an hour in its delivery, the whole of which he might afterwards read in five minutes! The gentleman had not another word to say; and we left him to enjoy his feelings on the discovery that his attempted imposition was detected. This is but one of a thousand instances of the kind that might be related. The fact was, that the whole of the specimen, had it been written out and printed, would not have filled half of one of the pages of this book. It is needless, however, to multiply instances of this sort of imposition. Were it requisite, another might be related which has occurred this very day in the presence of the author, by a person who in a large advertisement professes to teach Short-Hand in three lessons.

Beyond the preface of this treatise, everything which does not immediately relate to the acquisition of Stenography has been carefully excluded, chiefly on the ground that the learner might not have his attention occupied with matters which are foreign to the object he has in view. For historical information respecting this art—which by the way is but of little worth—there are abundant other sources.

The author has to acknowledge himself indebted to Mr. Taylor's system for the alphabet, which, in his opinion, is the best that has been adopted, and produces the neatest and most lineal writing. He will only add, that whatever may be the merits or the demerits of this little publication, he submits it with confidence to the candour of an enlightened public, hoping that such of his brethren of the press as may honour it with a notice in their periodicals, will not be sparing in their criticisms.

*Manchester, August 1st, 1840.*

## SIX LESSONS ON SHORT HAND.

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EXPEDITION being the object of Short-Hand, the first principle of this art is to express all words by the least number of letters that can be made to stand for them. The first thing, therefore, to which the learner must direct his attention is the mode of spelling which Short-Hand writers adopt for this purpose. Should the learner try to write a sentence or two after a speaker, in the common long-hand, he will soon find that by the time he has written one or two words the speaker will be perhaps twenty or thirty words before him; and by the time he has finished the first sentence in writing, the speaker will probably have given utterance to more than a dozen. This will at once furnish a convincing proof, if any were wanting, of the necessity of an extensive system of abbreviation. Short-Hand furnishes this system of abbreviation in a twofold manner—first by the adoption of an entirely different mode of spelling from that which is employed for the ordinary purposes of writing, and, secondly, by the substitution of signs for the alphabet, which are much more simple, and consequently much more readily written than the signs used in our common alphabet. Thus the letter *s* in this system of Short-Hand is made by a simple horizontal stroke in this manner —; the letter *t* by a perpendicular stroke, as |, and all the other letters are represented by strokes almost equally as simple. By comparing these two modes of making letters the learner will find that while he makes one common *s*, he may make three of the same letter in Short-Hand — — —. The same observation will apply to the letter *t* |, and all the other letters of the Short-Hand alphabet.

Having thus briefly, and, it is hoped, plainly pointed out the two great principles of abbreviation, which form what we may call the very essence of Short-Hand, they will be treated of separately, and the rules which belong to each of these modes of abbreviation will be laid down as concisely as possible, hoping that the learner will bear in mind what has already been said respecting them.

## LESSON I.

## MODE OF SPELLING.

It has already been stated that Short-Hand consists of two modes of abbreviation, one being a different way of spelling words from that which is in ordinary use, the other the adoption of more simple characters to represent the letters of the alphabet.

The mode of spelling may be divided into two very simple lessons of which this shall be the first.

Two or three very short, and very simple rules will be quite sufficient to lead the learner to the greatest perfection in the performance of this part of his task.

**RULE 1st.**—The first general rule, then, is to spell all words as they are pronounced, leaving out most of the vowels.\* To those who have never attempted to do this it will perhaps appear a very difficult task; on trial, however, nothing will be found to be more easy. Thus, desk, pen, table, cloth, chair, window, glass, must be written *dsk*, *pn*, *tbl*, *klth*, *chr*, *wndo*, *gls*.

**RULE 2nd.**—When two consonants of the same name come together *without a vowel between them*, (as *tt* in *potter*, *mm* in *command*), one of these consonants must be omitted, as *ptr* (*potter*) *kmnd* (*command*). Should a vowel come between two consonants of the same name, as between *ss* in *sister*, or *mm* in *remember*, then both of the consonants must be written as *sstr*, *rmnbr*.

**RULE 3rd.**—To prevent confusion, and also to limit the number of letters, some of the letters of the alphabet which have more than one power, are made to stand for others; thus *g* has two powers—a hard one as in *goose*—a soft one as in *general*. To secure the true pronunciation of the word, therefore, while we should write *gs* for *goose*, we must write *jurl* for *general*, because in the latter word the *g* has a soft power, or, as some would call it, a “soft sound.” The letter *c* has two powers, one hard, like *k*, as in the words *command*, *copper*, the other soft like *s*, as in the words *incense*, *pretence* &c. Instead, therefore, of using the letter *c* at all, the

\* To those who know nothing of grammar it may be necessary to state that the letters of the alphabet are divided into vowels and consonants. The vowels are *a*, *e*, *i*, *o*, *u*; the other letters, *b*, *d*, *f*, *g*, *h*, *j*, *k*, *l*, *m*, *n*, *p*, *q*, *r*, *s*, *t*, *v*, *w*, *x*, *y*, *z*, are consonants.

learner must always use either *k* or *s*, as *kmnd* (command) *kpr* (copper) *nsns* (incense) *prtns* (pretence). *Z* has the power of *s*, and is rapidly giving place in very many words to that letter. *S* is therefore always written for it, as in the word *tyranize*, which in Short-Hand would be written *trns*. *C*, *g*, and *s*, are the only letters which have two sounds; this rule, therefore, will be of very easy application.

When the letters "ph" come together and sound like the letter *f*, that letter must be written instead of *ph*; as *frnsy* for *phrenzy*, *prgrf* for *paragraph*. This, of course, comes under the general rule of spelling words as they are pronounced, and would be observed by the learner without specific directions.

These three simple rules contain all that is necessary for spelling words of one syllable; and the best thing the learner can do in order to perfect himself in this first lesson will be to write frequently the following short exercises until he can copy them in the abbreviated manner with as much rapidity as he would write them in the usual way. To facilitate his progress, the first four of these exercises are given in the contracted form.

To save time and trouble the learner may as well introduce into his practice of this lesson the list of "arbitraries," which he will find in plate No. 1. Arbitraries are marks which represent words without any relation to the alphabet. A moderate number of them are exceedingly useful, especially if they are well selected. Such words as "and the," "of the," "in the," and many others are of very frequent occurrence. It is better therefore to have simple marks which will represent them, than to have on every occasion to spell them. Nothing can be simpler than to make a mark like an apostrophe thus, ' for the conjunction "and:" another mark like a comma , for the article "the," or the two together, thus, ', for "and the." Again, two dots placed horizontally, thus . . may represent "of the;" when placed with an inclination, thus, . , they may stand for "in the." Other marks, equally simple, are used as arbitraries. In practising this first lesson it would be well for the student to keep this list before him. He has already been informed that it will be found in Plate No. 1.

## EXERCISES FOR PRACTICE.

**OBSERVATION.**—*In the specimens of contraction the learner will now and then meet with an asterisk, which is made thus (\*). When he meets with this character he must understand that the*

*word for which it is placed may be represented by one of the arbitrary marks, a list of which he will keep before him when he is practising. They would have been introduced into these specimens of contraction, but printers have no types to represent such marks.*

## EXERCISE I.

There were two men who went to a wood to cut down trees. Each of them had a saw and an axe. They cut down two birch trees, three elms and five oaks. It was hard work; but the men were strong, and their tools were sharp, and they did the whole in less than a day. Next day each of them brought a horse and a cart, and took the trees home with them, and put them in a yard, where they will be kept till they are fit for use.

## EXERCISE I. CONTRACTED.

Thr wr 2 men w wnt t . wd t kt dn trs.  
 Ech f thm ad . sw ' n ax. \* kt dn 2  
 brch trs, 3 lms, ' 5 oks. T ws rd wrk; bt ,  
 mn wr strng, ' thr tls wr shrp, ' \* dd , wl n  
 ls thn . da. Next da ech f thm brt . hrs ' .  
 krt ' tk the trs ome w thm ' pt thm n . yrd  
 wr \* wl b kpt tl \* r ft fr use.

## EXERCISE II.

When we are on the road or in the street we should take care that no harm comes to us. If we do not take heed, a horse, or a cart, or chaise, or coach may knock us down, and if it does not kill us, may at the least bruise us, or break a limb. Boys and girls are apt to think so much of their play as not to mind the risk which they run; but this is wrong, and we are not wise if we do not keep out of the way of what would hurt us, and are so rash as not to run off till the horse or chaise is close upon us.

## EXERCISE II. CONTRACTED.

Wn w r n , rd r . strt w shd tk kr tht n  
 rm kms t s. F w d nt tk hd . hrs r . krt r shs,  
 r kch ma nk s dn, ' f t ds nt kl s, ma t  
 t lst brs s r brk . lm. Bs ' grls r pt t thnk s  
 meh f thr pla s nt t mud , rsk wh \* rn; bt  
 ths s rng ' w r nt ws' f w d nt kp \* , wa  
 f wt wd rt s, ' r s rsh s nt t n ff tl , hrs  
 r shs s kls pn s.

## EXERCISE III.

John threw a stone down the street. He did not mean to do harm; but just as the stone went out of his hand an old man came in the way, and it struck his head and made it bleed, and the wound gave him great pain. John ran off as fast as he could; and it may be that he does not know how much harm he has done. But if he knows this, and is a good boy, it will vex him, and make him grieve to think that he has hurt the old man, and he will look on it as a sin to have been so void of thought as to do so rash a thing. All boys should learn from this not to throw stones where there is the least risk of harm to old or young.

## EXERCISE III. CONTRACTED.

John thrw . stn dn , strt. H dd nt mn t d  
rm; bt jst s , stn wnt \* s nd n ld mn km  
. wa ' t strk s ed ' md t bld, ', wnd gv m  
grt pn. John rn f s fst s h kd; ' t ma b tht  
h ds nt no ow mch rm h s dn. Bt f h nos  
ths, ' s . gd boy t wl vx m ' mk m grv t  
thnk tht h s hrt , ld mn, ' h wl lk n t s .  
sn t hv hn s vd f tht s t d s rsh . thng. L bs  
shd lrn frm ths nt t thro stus wr thr s , lst rsk  
f rm t ld r yng.

## EXERCISE IV.

It was God that made me at first; it is he that still keeps me in life; it is from him that all the good things come which are in my lot, and it was he who sent Christ to save me. I wish that I could love him and fear him, and do his will, and pray to him as I ought. It is a great sin to break the Lord's day, or to take his name in vain, or to play with those who walk in the paths of sin. He hates all such things, and in his wrath will come upon those who do them. I pray that I may not think bad thoughts, nor speak bad words, nor do bad deeds.

## EXERCISE IV. CONTRACTED.

T ws G tht md m t frst; |— h tht stl kps m  
n lf |— frm m tht l , gd thgs km wh r n mi lt  
' t ws he who snt krst t sv m. ' wsh tht '  
kd lv m ' fr m. ' d s wl, ' pra t m s '  
ote. |— . grt sn t brk , Lrd's da r t tk s nm



n vn, r t pla wth ths who wk . pths f sn. H  
ats l sch tngs ' n hs rth wl km pn ths who d  
thm. ' pra that ' ma nt thnk bd thts, nr spk bd  
wrds, nr d bd dds.

## EXERCISE V.

Come, let us praise God for he is very great; let us bless him for he is very good. He made all things—the sun to rule the day, the moon to shine by night. He made the great whale that swims in the sea, and the little worm that crawls on the ground. The little birds sing praises to God when they warble sweetly in the green shade. I will praise him with my voice, for I may praise him though I am but a child. A few years ago I was a little infant, and I could not speak at all, and I did not know the great name of God, for my reason was not come to me; but now I can speak and I will praise him. I can think of all his favours, and my heart shall love him. Let him call me and I will come to him; let him command and I will obey. When I am older I will praise him better, and I will never forget God as long as my life remains in me.

## EXERCISE VI.

The Robin is a well known bird. Its forehead, throat, and breast are of a deep orange or reddish colour; the head, the hind part of the neck, the back, and the tail are of an ash colour, tinged with green; the colour of the wings is somewhat darker, and the edges inclined to yellow. The bill, legs and feet are of a dusky hue. It builds its nest sometimes in the crevice of a mossy bank, and at other times in the thickest coverts. It lays four or five eggs of a dirty white colour, streaked with red; its young are very tender and are rarely brought up except by the parent bird. Its song is very soft and sweet, and is of the greater value that we enjoy it during almost the whole of winter, when the other songsters of the grove are either silent or out of tune. It turns very tame in winter; and when the weather grows severe it is not afraid to enter the abodes of man, and to hop into the kitchen or parlour in quest of food, and to become almost an inmate of the house. It is chiefly on this account that every body instead of hurting the Robin or driving it away, looks on it with pleasure, and gives it a hearty welcome, and treats it with the greatest kindness.

Each of these exercises will be found written in Short-Hand characters, at the end of the book, on the third and fourth plates. They are given as specimens of Short-Hand, which the learner may compare with his own writing when he has learned the Short-Hand alphabet and the method of joining Short-hand letters. He must not however meddle with them until he has studied and practised well the second lesson to which we will now proceed.



## LESSON II.

## MODE OF SPELLING CONTINUED.

Having perfected himself in the first lesson the learner will now proceed to try the second, which he will recollect still relates to the mode of spelling.

The rules given in the first lesson, with the list of arbitraries are quite sufficient for the spelling of all words of one syllable, and for very many of two, and even of three syllables; but there is still something necessary for the contraction of many words of two, three, and four or more syllables. Most words of this class are compounded, or made up of different parts, and may be divided into the *prefix*, the *root*, and the *termination*. Thus the word "pre-concep-tion" will furnish an example. This word, though it is used as a common English word, is of Latin origin, and is made of two Latin words, the preposition "*prae*," and the noun "*conceptio*," which means "a taking or putting of things together." "*Conceptio*" is itself a compound word without the "*prae*," and is formed of the Latin preposition "*con*," which means with, or together, and of the Latin verb "*capio*" I take, and thus from "*con*" and "*capio*," is formed the Latin noun "*conceptio*," and hence is derived our English word "*conception*." The learner must not be alarmed at this little dissertation on the composition of words. A little care and attention will soon make him master of this branch of his study, even though he has never studied the Latin language. Indeed the author of this little treatise is acquainted with many excellent reporters who know no more about Latin than one of the untutored aborigines of our native country when it was first invaded by Julius Cæsar. Besides there are several little treatises on this subject, (among the number, Oswald's, or Wood's "Etymological Manual") which will be of real service to the learner, not only in the acquisition of Short-Hand, but in the still higher and more important acquisition of a sound knowledge of the formation of his own language. But we must return to the subject of our lesson.

We have said and shown that words of two or more syllables are compounded. Words of two syllables are sometimes divided into the *prefix*\* and the *root*, as in the word "con-tain," "con" being

\* The *prefix* is generally that part of a word which comes first as "con" in "con-tain." The *root* is the middle portion of the word as "ten" in "con-ten-tion." The *termination* is the last division of the word as "tion" in "con-ten-tion." This however is not always the case. See above.

the prefix, and “tain” the root,—and sometimes into the *root* and the *termination*, as in the word “ten-ant” “ten” being the root, and “ant” the termination. Both of these words are derived from the same Latin word (the verb *Teneo*, I hold). Words of three or more syllables frequently have all these three divisions, as concep-tion, re-demp-tion, com-mis-sion, &c. The learner will bear in mind that all that has been said in this second lesson is preparatory to the instruction contained in the following paragraph.

The mode of spelling having been divided into two parts, the second of which we are now treating of, it must be observed that to shorten the spelling of long words we adopt contractions for the prefixes and terminations. Thus, for the word “con-cep-tion” we write “k-sp-s,” “k” standing for the prefix “con,” “sp” for the root “cep,” and “s” for the termination “tion.” This may have an awkward appearance when written in long-hand characters; but when it is put in short-hand characters its appearance is neat and uniform. From this it will at once be perceived that “k” frequently stands for the prefix, “con,” and “s” for the termination, “tion” or “sion.” Thus again, “con-ver-sion” will be written “k-vr-s,” and so with all the other prefixes and terminations. To facilitate the progress of the learner the following table of the prefixes and terminations which each letter represents is given:—

LETTERS.	PREFIXES.	TERMINATIONS.	ALPHABETICAL WORDS.
b	abs- obs- ob-	—ble —bly	be, by
d	de- des-	—dom —ened —ed	do
f		—ful	of, if
g		—age	go, good, God
h	hypo-	—hood	have, he
k	con- com- accom-	—acle —icle —kind	can
l		—less	all, Lord, will
m	mis- magni-	—ment —mental —ly	me, my
n	inter- under-	—ance —ant —ness	an, in, hane, no
p	par- pre- pro- pub-		upon, up
r	re- recom- repre-	—ary —ory	are, our, or
s	satis- signi- circum- sub- super- }	—sion —tion	his, is, as, us,
t	trans-	—ate —ity —tude	that, to, into
w	with-	—with	with, which, who
x	extra-		example, except
y		—ify	you
sh		—shall —tial —ship	shall, should
th			though

The learner will now proceed to practise his lessons in the mode of spelling, observing what has been said on the subject of prefixes and terminations, and also putting the arbitraries into use. For this purpose a short speech is appended.

On the last column of the foregoing table will be observed a list of words, under the head of "Alphabetical Words," that is to say, "words represented by a single letter of the alphabet." Thus the letter b may stand for "be" or "by;" f for "of" or "if;" g for "go, good," &c. A little practice will soon obviate any seeming confusion which this may create; and, in Short-Hand, this matter will be rendered more easy than it can be in Long-Hand, from the peculiar nature of the characters. A great advantage will be derived in point of expedition, by making each letter of the alphabet represent one or more words; and practice soon renders them familiar in reading notes.

It may be as well at this stage of our progress to observe to the learner that when he is able to put his knowledge thus far into successful practice, he possesses all the elements of Stenography, (another name for Short-Hand,) which were possessed and practised by many of the most successful reporters, some eight or ten years ago. Indeed there are yet three or four gentlemen in Manchester, who, at that time, figured as newspaper reporters, without any greater amount of Short-Hand knowledge; and whose reports, so far as the substance of speeches was concerned, were, no doubt, generally pretty accurate. Time, however, and an increasing demand for knowledge, have shown that something more was requisite; and hence, in addition to the mode of abbreviation taught in these two lessons on spelling, were invented Short-Hand Characters. To those students who do not wish the trouble of learning a Short-Hand Alphabet, all that is requisite for attaining a considerable degree of proficiency in taking notes has already been given; and the author hopes he does not flatter himself, when he says that it has perhaps been given in a better arranged, and more intelligible form than in any preceding treatise.

The following speech is re-written in the contracted form, to give the learner every opportunity of successfully applying his knowledge of the mode of spelling. This once perfectly acquired, one of the greatest difficulties in the acquisition of Short-Hand will be overcome.

In cases of difficulty in deciphering notes, "NVE's Short-Hand Dictionary," published by Simpkin and Marshall, will be very useful.

## EXERCISE VII.

C. MARIUS TO THE ROMANS, ON THEIR HESITATING TO APPOINT HIM GENERAL IN THE EXPEDITION AGAINST JUGURTHA, MERELY ON ACCOUNT OF HIS EXTRACTION.

It is but too common, my countrymen, to observe a material difference between the behaviour of those who stand candidates for places of power and trust, before and after their obtaining them. They solicit them in one manner, and execute them in another. They set out with a great appearance of activity, humility, and moderation, and they quickly fall into sloth, pride, and avarice. It is, undoubtedly, no easy matter to discharge, to the general satisfaction, the duty of a supreme commander in troublesome times. I am, I hope, duly sensible of the importance of the office I propose to take upon me, for the service of my country. To carry on, with effect, an expensive war, and yet be frugal of the public money ; to oblige those to serve, whom it may be delicate to offend ; to conduct, at the same time, a complicated variety of operations ; to concert measures at home answerable to the state of things abroad ; and to gain every valuable end, in spite of opposition from the envious, the factious, and the disaffected ; to do all this, my countrymen, is more difficult, than is generally thought. And, besides the disadvantages which are common to me with all others in eminent stations, my case is, in this respect, peculiarly hard ; that whereas a commander of Patrician rank, if he is guilty of a neglect, or breach of duty, has his great connexions, the antiquity of his family, the important services of his ancestors, and the multitudes he has by power engaged in his interest, to screen him from condign punishment, my whole safety depends upon myself, which renders it the more indispensibly necessary for me to take care, that my conduct be clear and unexceptionable. Besides, I am well aware, my countrymen, that the eye of the public is upon me ; and that, though the impartial, who prefer the real advantages of the commonwealth to all other considerations, favour my pretensions, the Patricians want nothing so much, as an occasion against me. It is, therefore, my fixed resolution, to use my best endeavours that you be not disappointed in me, and that their indirect designs against me be defeated. I have, from my youth, been familiar with toils and with dangers. I was faithful to your interests, my countrymen, when I served you for no reward, but that of honour. It is not my design to betray you now that you have conferred upon me a place of profit. You have committed to my conduct the war against Jugurtha. The Patricians are offended at this. But where would be the wisdom of giving such a command to one of their honourable body, a person of illustrious birth, of ancient family, of innumerable statues, but—of no experience ? What service would his long line of dead ancestors, or his multitude of motionless statues do his country in the day of battle ? What could such a general

do, but, in his trepidation and inexperience, have recourse to some inferior commander, for direction in difficulties, to which he was not himself equal? Thus, your Patrician general would, in fact, have a general over him; so that the acting commander would still be a Plebeian. So true is this, my countrymen, that I have myself known those, who have been chosen consuls, begin then to read the history of their own country, of which, till that time, they were totally ignorant; that is, they first obtained the employment, and then bethought themselves of the qualifications necessary for the proper discharge of it. I submit to your judgment, Romans, on which side the advantage lies, when a comparison is made between Patrician haughtiness, and Plebeian experience. The very actions which they have only read, I have partly seen and partly myself achieved. What they know by reading, I know by action. They are pleased to slight my mean birth; I despise their mean characters. Want of birth and fortune is the objection against me; want of personal worth against them. But are not all men of the same species? What can make a difference between one man and another, but the endowments of the mind? For my part, I shall always look upon the bravest man as the noblest man. Suppose it were inquired of the fathers of such Patricians as Albinus and Bestia, whether, if they had their choice, they would desire sons of their character, or of mine; what would they answer, but that they should wish the worthiest to be their sons? If the Patricians have reason to despise me, let them likewise despise their ancestors, whose nobility was the fruit of their virtue. Do they envy the honours bestowed upon me? Let them envy likewise my labours, my abstinence, and the dangers I have undergone for my country, by which I have acquired them. But those worthless men lead such a life of inactivity, as if they despised any honours you can bestow; whilst they aspire to honours, as if they had deserved them by the most industrious virtue. They arrogate the rewards of activity for their having enjoyed the pleasures of luxury. Yet none can be more lavish than they are, in praise of their ancestors; and they imagine they honour themselves by celebrating their forefathers, whereas they do the very contrary: for, as much as their ancestors were distinguished for their virtues, so much are they disgraced by their vices. The glory of ancestors casts a light, indeed, upon their posterity, but it only serves to show what the descendants are. It alike exhibits to public view their degeneracy and their worth. I own, I cannot boast of the deeds of my forefathers; but I hope I may answer the evils of the Patricians, by standing up in defence of what I have myself done. Observe, now, my countrymen, the injustice of the Patricians. They arrogate to themselves honours on account of the exploits done by their forefathers, whilst they will not allow me the due praise for performing the very same sort of actions in my own person. He has no statues, they cry, of his family. He can trace no venerable line of ancestors.—What then! Is it matter of more praise to disgrace one's illustrious ancestors than to become illustrious by his own

good behaviour? What if I can show no statues of my family? I can show the standards, the armour, and the trappings, which I have myself taken from the vanquished; I can show the scars of those wounds, which I have received by facing the enemies of my country. These are my statues. These are the honours I boast of; not left me by inheritance, as theirs; but earned by toil, by abstinence, by valour, amidst clouds of dust, and seas of blood, scenes of action, where those effeminate Patricians, who endeavour, by indirect means, to depreciate me in your esteem, have never dared to show their faces.

SALLUST.

#### EXERCISE SEVENTH CONTRACTED.

|— bt too kmn m kntrmn t bsr̄v . mtr̄l dfr̄-n  
 \* , bhvr̄ f ths w stnd knddts fr̄ plss̄ f̄ pwr̄ ' trst  
 bfr̄ ' fr̄ thr̄ btn-ḡ thm. \* slst̄ thm n̄ wn̄ mnr̄ '  
 exkt̄ thm n̄ nthr̄. \* st̄ out w̄ . gr̄t̄ appr̄-n̄ f̄ ktv̄-y  
 ml̄-y ' mdr̄-s ' \* kklȳ fl̄ t̄ slth̄ pr̄d̄ ' vrs̄. |—  
 udtdlȳ n̄ esȳ mtr̄ t̄ d-chrḡ t̄ , gnrl̄ s-fk-s̄ , dtȳ f̄  
 . spr̄m̄ kmndr̄ n̄ trblsm̄ tms̄. ' m̄ ' opē dulȳ sns̄-b̄  
 .. mprt̄-n̄ .. ofs̄ ' p-ps̄ t̄ tk̄ p̄ m̄ fr̄ , sr̄vs̄ f̄ m̄  
 kntrȳ. T̄ krȳ n̄ w̄ efkt̄ n̄ xp̄ns̄v̄ wr̄ ' yt̄ b̄ fr̄gl̄  
 .. pbl̄k̄ mnȳ t̄ bl̄ḡ ths̄ t̄ sr̄v̄ wm̄ t̄ m̄ b̄ 'dlkt̄ t̄  
 fnd̄ t̄ k-dkt̄ t̄ , sm̄ tm̄ . k-plktd̄ vr̄-ȳ f̄ opr̄-s̄ t̄  
 k-srt̄ msrs̄ t̄ omē nsr̄-b̄ t̄ , stt̄ f̄ thugs̄ br̄d̄ ' t̄ gn̄  
 \* vl̄-b̄ nd̄ n̄ spt̄ f̄ ps̄-s̄ frm̄ , nv̄ious̄ , fk̄ious̄ ' ,  
 d-fktd̄ t̄ d̄ l̄ ths̄ m̄ kntr̄mn̄ s̄ mr̄ df̄klt̄ thn̄ s̄ gn̄rlȳ  
 tht̄. ' bsds̄ , d-dvnt̄gs̄ wh̄ r̄ km̄n̄ t̄ m̄ w̄ l̄ thrs̄ n̄  
 mn̄-n̄ st̄-s̄ m̄ ks̄ s̄ n̄ ths̄ r̄sp̄kt̄ p̄klrlȳ hrd̄: t̄ wr̄s̄ .  
 kmndr̄ f̄ Ptr̄sh̄n̄ rnk̄ f̄ h̄ s̄ gl̄tȳ f̄ . ngl̄kt̄ r̄ br̄ch̄  
 f̄ dtȳ hs̄ s̄ gr̄t̄ k-k-s̄ , ntk̄-tȳ f̄ s̄ fm̄lȳ , mprt̄-n̄  
 sr̄vss̄ f̄ s̄ ns̄str̄s̄ ' , mlt̄-ts̄ h̄ as̄ b̄ pwr̄ nggd̄ n̄ s̄  
 ntr̄st̄ t̄ skrn̄ m̄ frm̄ k-dn̄ punsh̄-m̄ , m̄ wl̄ sftȳ dp̄nds̄  
 p̄ msl̄f̄ , w̄ rndrs̄ t̄ , mr̄ nd̄sp̄ns̄-b̄ ns̄srȳ fr̄ m̄ t̄ tk̄  
 kr̄ t̄ m̄ k-dkt̄ b̄ klr̄ ' nx̄p̄-b̄. Bsds̄ , ' m̄ wl̄ wr̄  
 m̄ kntr̄mn̄ t̄ , eyē .. pbl̄k̄ s̄ p̄ m̄; ' t̄ thō' ,  
 mpr̄-sh̄ w̄ p̄-fr̄ , rl̄ dv̄nt̄gs̄ .. km̄nw̄lth̄ t̄ l̄ thr̄ k-sdr̄-s̄  
 fvr̄ m̄ p̄-t̄n̄-s̄ , Ptr̄sh̄ns̄ w̄nt̄ Ō s̄ mch̄ s̄ n̄ ok̄-s̄ gn̄st̄  
 m̄. |— thr̄fr̄ m̄ f̄xd̄ r̄sl̄-s̄ t̄ usē m̄ b̄st̄ nd̄vrs̄ t̄ ū  
 b̄ nt̄ d̄-p̄nt̄d̄ n̄ m̄. ' t̄ thr̄ ndr̄kt̄ ds̄ns̄ gn̄st̄ m̄ m̄ b̄  
 dft̄d̄. ' h̄ frm̄ m̄ yth̄ bn̄ fm̄lr̄ w̄ t̄ls̄ ' w̄ dn̄gr̄s̄.  
 ' ws̄ fth̄-f̄ t̄ yr̄ ntr̄st̄ m̄ kntr̄m̄ wn̄ ' sr̄vd̄ ȳ fr̄ n̄  
 r̄wrd̄ bt̄ t̄ f̄ our̄. | nt̄ m̄ ds̄n̄ t̄ b̄trā ū nw̄ t̄ ū h̄

k-frd p m . pls f p-ft U h kmtd t m k-dkt ,  
 wr gnst Jugurth. , Ptrshus r fndd t ths. Bt wr  
 wd b , ws-d f gv-g sch . kmnd t wn f thr onr-b  
 bdy, . prsn f lstrious brth, f asb-n fmly, f nmr-b stts,  
 bt f n xpr-n? Wt srvs wd s lng ln f dd nsstrs,  
 or s mlt-t f ms-l stts d s kntry . d f btl? Wt  
 kd sch . gnrl d bt n s trpd-s ' nxpr-n h r-krs t  
 sm nfr kmndr fr drk-s n dfklt t wh he ws nt mslf  
 =? Ths yr Ptrsn gnrl wd n fkt h . gnrl ovr  
 m so t , kt-g kmndr wd stl b . Plbn. So tru  
 s ths m kntrm t ' h myslf nn ths w h bn chsn  
 k-sls bgn thn t rd , hstry f thr wn kntry f w tl  
 t tm \* wr ttly gn-r-n i. e, \* frst btnd , impl-m,  
 ' thn btht thmslvs .. klfk-s nss-y fr , p-pr d-chg f t.  
 ' s-mt t yr gdg-m Romans n w sd , dyntg lies  
 wn . k-prsn s md \* Ptrsn ht-n, ' Plbn xpr-n. , vry  
 ak-s w \* h nly rd ' h prtly sn ' prtly mslf chvd.  
 Wt \* n b rd-g ' n b ak-s. \* r plsd t slt m  
 mn brth: ' dtps thr mn \* Wnt f brth ' frtn s  
 , bjk-s gnst m; wnt f prsnl wrth gnst thm. Bt r  
 nt l mn .. sm spsies? Wt k mk . dfr-n \* wn  
 mn ' nthr bt , ndw-m .. mnd? Fr m prt ' sh  
 alws lk p , brvst mn s , nblst mn. Sps t wr  
 nqrd .. fthrs f sch Ptrsns s Albinus ' Bestia, wthr  
 f \* hd thr chs \* wd dsr sns f thr \* r f mn?  
 Wt wd \* nsr bt t \* shd wsh , wrthst t b thr  
 sns? If , Ptrsns h rsu t dtps m lt thm lkws  
 dtps thr nsstrs ws nbl-y ws , frt f thr vrtu. D  
 \* nvy , onrs bstwd p m? Lt thm nvy lkws in  
 lbrs m b-tu-n ' , dngrs. ! h ndrgrn fr m kntry b w  
 ' h aqrd thm. Bt ths wrth-l mn ld sch . lf f nktv-y  
 s f \* dspd any onrs u k bstw wlst \* spr t onrs  
 s f \* ad dsrvd thm b , mst ndstrious vrtu, \* arg-t  
 , rwrds f ktv-y fr thr hv-g njd , plsr f lxry. Yt  
 nn k b mr lvsh thn \* r, in prs f thr nsstrs; ' \*  
 mgn \* onr thmslvs b slbrt-g thr frfthrs wras \* d ,  
 vry \* fr s meh s thr nsstrs wr d-tngshd fr thr vrtus,  
 s meh r \* d-grsd b thr ves. , gly f nsstrs ksts  
 . lt ndd p thr pstr-y bt t nly srvs t shw wt ,  
 dsnd-n r. It alk xbts t pblk vw thr dgrsy ' thr  
 wrth. ! wn ! knt bst .. dds f m frfthrs: ht !



hp ' m nsr , kvl .. Ptrsns h stud-g p n dfas f  
 wt ! h mslf du. B-srv nw m kntrm , njsts ..  
 Ptrsns. \* rg-t t thmslvs onrs n knr .. xplts dn b thr  
 frsthrs, wlst \* l nt alw m , da prs fr p-frm-g ,  
 vry sm srt f ak-s n m wn prsn. "H as n stts,"  
 \* kri "f s finly ; h k trs n vnr-b lu f nsstrs."—  
 Wt then? —| mtr f mr prs t d-grs wns lstrious nsstrs  
 tha t bkm lstrious b s wn g bhvr? Wt f ' k  
 shw n stts f m finl? ' k shw , stndrds , rnr  
 , trp-gs, w ' h mslf tkn frm , vnqshd ; ' k shw  
 , skrs f ths wnds w ' h red b fs-g , nnies f m  
 kntry. Ths r m stts ; ths r , onrs I bst f ; nt  
 lft m b nrt-n as thrs ; bt rnd b tl b b-tu-n b vlr  
 mdst klds f dst ' ss f bld sns f ak-s wr ths finn-t  
 Ptrsns w ndvr b ndrkt mns t dprs-t m in yr stn  
 h nvr drd t shw thr fss.

### LESSON THIRD.

#### THE ALPHABET.

THE mode of spelling, together with the application of the prefixes and terminations, having been perfectly acquired, the next step to be taken is the acquisition of the Short Hand alphabet, which will be found in the first column of the first plate. Opposite to each of the consonant and double consonant marks is placed a dot, to shew the learner at what point of the letter he is to begin to form it.

It will be observed, that the alphabet consists of looped, curved, and straight characters, distinguished from each other by their horizontal, perpendicular, or oblique position. Much has been said, by different writers on Stenography, with a view to prove that looped characters are inconvenient, and opposed to expedition. The very reverse of this, however, is the fact ; for the looped characters, instead of being more difficult in their joinings, as has been commonly supposed by those unacquainted with the practice of Short Hand, are much more easy than most of the straight ones ; the angles with the loops being much less difficult to form than without them, besides their adding greatly to the beauty of the writing. It will doubtless occur to the learner, that the letters *d* and *r*, are both represented by a similar mark. This may appear at first sight likely to create confusion ; but, in joining the letters, nothing of this kind can arise,



because the *d* is always written downwards from the right to the left, while the *r* is always written upwards from the left to the right; and when this letter stands alone, or represents a prefix or termination, it is denoted by the other small character, thus *v*. It will also be remarked that there are two characters for the letter *w*, the one made in the reverse form to the other. This is a matter of great convenience; the uppermost character joining much more readily with the letters *b, d, f, g, h, k, p, t*, and *th*; while the reverse, or lower character, joins easier with the letters *l, m, n, r, s*, and *sh*.

Perfection in writing and reading the alphabet is of the greatest importance. The learner *should not* therefore *attempt to go a single step further*, until he can write every character, in a distinct and legible form, not less than SIX TIMES IN A MINUTE. This being once accomplished, the learner will find one of the greatest impediments to his progress removed.

#### THE ARBITRARIES.

Of the arbitraries it is unnecessary to say a single word. The pupil's common sense will tell him how to make them, and when to increase their number.

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### LESSON FOURTH.

#### JOINING OF THE CHARACTERS.

On Plate Second, the learner will find a table, by which he may easily ascertain how any two consonants should be joined together; thus, if it be required to know how to join *mw* together, look at the top of the table for the letter *m*; then cast the eye downwards till it comes opposite the letter *w*, and on the line at the point forming the right angle between the two letters, will be found the Short Hand characters for these two letters. The same thing must be done in finding any other combinations: thus, suppose we want to find all the combinations in the word "impress;" we must look at the top for *m*, and then go down the line till we come opposite *p*, where we shall find *mp* joined together. We must then take *p* at the top and go down the line till we come opposite to the letter *r*, where we will find *pr*; then look at the top for *r*, and go down the line till we come opposite to *s*, where will be found the combination *rs*; and these three combinations, *mp, pr*, and *rs* will make *mprs*, the Short Hand characters for the word.

In a word, the joining of characters is effected by making them all follow each other in their *natural order*.

## LESSON FIFTH.

## PLACES OF THE VOWELS.

The learner, on reference to the alphabet, will find that the vowels *a*, *e*, and *i* are all represented by a single dot, thus, [ . ]; and that *o* and *u* are represented by a kind of apostrophic mark, thus, [ ' ]. The difference between these vowels is denoted by their respective positions in reference to the consonant characters; for instance, on plate third, it will be observed that *ab* is made by a dot on the left of the letter *b* at the top: that *eb* is made by a dot on the left of *b* opposite the middle; and that *ib* is made by a dot on the left, opposite the bottom. *Ob* is made by the comma or apostrophic mark on the left, opposite the top of the letter; and *ub* by the same mark, opposite the middle of the letter. When the vowel comes *after* the consonant, it must of course be placed on the right, as in *ba*, *be*, *bi*, &c. This rule holds good with reference to the letters *b*, *d*, *f*, *g*, *h*, *p*, *t*, *ch* and *th*, all of which are made from the top to the bottom, either perpendicularly or obliquely, to the right or left. But then the pupil will say, there are the letters with a horizontal position, such as *k*, *m*, *n*, *s*, *w*, *x*, and *sh*. Very well: in such case, when the vowel comes *before* the consonant, it must be made above it; when *after* the consonant, it must be made below it; as in the example on plate third, *ak*, *ek*, *ik*, &c. Still the pupil will say, there are the letters *l*, *r*, and *y*, which are made *upwards*. Well, in this case, *al* must be made by a dot at the *bottom* of the letter on the left, as will be seen by reference to the example in plate third.

By first-rate Short Hand writers, vowels are very seldom used.

## LESSON SIXTH.

The learner will now proceed to the exercises on plates 3, 4, 5, 6, 7, and 8. He must take them one by one, and endeavour to read them, referring, in cases where he has any difficulty, to the exercises in plain English. When he is able to read readily the first six exercises, he may proceed to write them, and as many other exercises in words of one syllable, as he feels disposed to try. When he can read and write these exercises with tolerable rapidity, he must next commence with reading the long exercise, which commences near the top of plate 5. Being able to read it well, he must then write it; and compare his Short Hand with that which he finds in the book. When he can write this exercise correctly, the pupil may then go on writing anything he pleases.

## ADDITIONAL OBSERVATIONS.

When the pupil has learned all that we have now taught him, he will still find that something is wanted to enable him to follow a speaker with ease. The only remedy for this is PRACTICE. To write Short Hand well, after any or every speaker, is almost as difficult of attainment as a new language ; but PRACTICE is the only way to perfection.

### ADVICE AS TO PRACTICE.

The pupil should first accustom himself to write after a person reading very slowly some easy composition, and should always make a point of reading his writing to the person who read to him, in order that he may ascertain whether or not he has correctly taken down what was read. In cases where a person cannot be had as a reader, the pupil must exercise himself by copying two or three speeches, or something of the kind. He must then find some very deliberate speaker, and try his skill in endeavouring to follow him. This may be at first a matter of difficulty, because the engagements of young men are generally of such a nature, as to preclude them from many opportunities of this kind. But they are not engaged on Sundays ; and a sermon at church, or chapel, delivered in a distinct tone of voice, by a deliberate speaker, will be the finest practice the pupil can have. Some weak-minded enthusiasts who occupy pulpits, may declaim against what they term, "the Desecration of the house of God," and the "Profanation of the Sabbath." Never mind them ; let them rave on. Such men always have more zeal than knowledge ; and a ready answer may be found to their foolish objections to this practice, by saying, that if a sermon is good for anything to be heard, it is good for *something more*, to be written ; that if it is not worth *writing*, it is not worth hearing ; and that surely it can be no "Desecration of the house of God" to render permanent, by taking it down in Short Hand, what the preachers generally call "the Word of God." No sensible man can object to this practice. He who does so is either a fool or an impostor who is afraid of his divinity being brought to the test of common sense.

### THE EASIEST SPEAKERS TO FOLLOW.

The easiest speakers to write after, are usually those who are most eloquent ; who give a full and distinct enunciation to all their syllables ; who make use of the proper pauses for the points ; and who distinguish such of their words as they intend to be emphatic, by the time they dwell upon them. Mr. George Thompson, the eloquent lecturer on British India, may be mentioned as affording

an illustration of the author's view of "an easy speaker to write after," the whole of whose lectures on this subject were taken *verbatim* by the author, as reporter for the *Manchester Times*.

On the other hand, conversational speakers are always the most difficult to report. These men often splutter out their words in heaps, without a pause, without emphasis, and in the most confused and disorderly manner it is possible to conceive. In such cases, all that can be done is to take down as much as possible, leaving out such of the words as the sense will supply.

#### MATERIALS FOR WRITING WITH.

A few years ago, pencils were chiefly used for reporting: they are now, however, gradually going out of use, and giving place to steel pens. The paper should be tolerably good, having a smooth surface. A fine pointed Steel Pen, with some of "Stephens's Writing Fluid," will make the clearest writing; and, where much of it has to be read, it has not such a tendency to injure the sight as deciphering pencil marks.

The cheapest way of making books for taking notes is, to have a loose back in an oblong form, which may be obtained for a shilling or eighteenpence, and will last for many years. The paper should be cut across the middle, and may be fastened into the loose back with a piece of narrow tape. When it is all written upon, it may be taken out, and preserved almost as well as if it were bound. One of the small bottle inkstands, which will not spill the ink, will be found most convenient when the pupil has to write with his book on his knee. In such case, it may be slung upon the thumb of the left hand, by means of a small piece of string attached to the neck of the bottle. A pen-case, which will hold a dozen steel pens ready for immediate use, may be obtained at almost any stationer's shop, for the price of ninepence or a shilling.

The author is not aware of anything more that is requisite to be said; he therefore leaves the pupil to pursue his course, recommending him to PERSEVERE, and not to give way at any little difficulties which may by chance present themselves, but to exercise his power of thought, and his ingenuity; and by this means he cannot possibly fail of success.

THE  
ALPHABETWITH THE  
Dble. Consonants

## ARBITRARIES.

.	a, e, i	'	and the	:	in the
·	b	..	of the	:	holy
·	d	∨	nevertheless	ll	together
·	f	∞	notwithstanding	ttt	altogether
·	g	∧	character-ize	α	above
·	h	∧	consequence-ly	α	below, beneath
·	j	=	equal-ity, heaven	@	about; around
·	k	f	possible-bility	0	the world
·	l	+	impossible-bility	0	in the world
·	m	+	gentlemen	0	through the world
·	n	+	gentlemen .. jury	0	out of.
·	o	+	My Lord	0	throughout
·	ou	+	May it please	0	nothing, nobody
·	p	·	your Lordship	1	whenever
·	q	·	before	ε	every
·	r	·	behind	ε	everybody
·	s	·	within, between	+	Christ
·	t	·	contrary-ity	+	Christian-ity
·	u	·	contradiction	+	behave-our
·	v	·	without	1/2	behalf
·	w	·	extraordinary	x	multiply
·	x	·	week after week	x	multiplication
·	y	·	day after day	1	divide-sion
·	ch	·	independent	1	My Countrymen
·	sh	·	-ance ently	0	circular-ate
·	th	·	It is. & as it is	0	circulation
·	ous	·	I. I they	γ	society
·	ed	·	general-ly	h	peculiar-ity
·	ing	·	Mr Chairman	7	namely
·	ly	·	My learned friend	8	the learned Counsel



A TABLE SHEWING HOW ANY TWO LETTERS MAY BE JOINED.

[illegible]





# Vowels' Places.

e	ē	ē	ē	ē	ē	ē	ē	ē	ē
ab	eb	ib	ob	ub	ba	be	bi	bo	bu
am	em	im	om	um	ma	me	mi	mo	mu
al	el	il	ol	ul	la	le	li	lo	lu
ar	er	ir	or	ur	ra	re	ri	ro	ru

## Exercise First, Page 10.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

## Exercise Second.

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## Exercise Third.

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Exercise Fourth.

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Exercise Fifth.

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Exercise Sixth.

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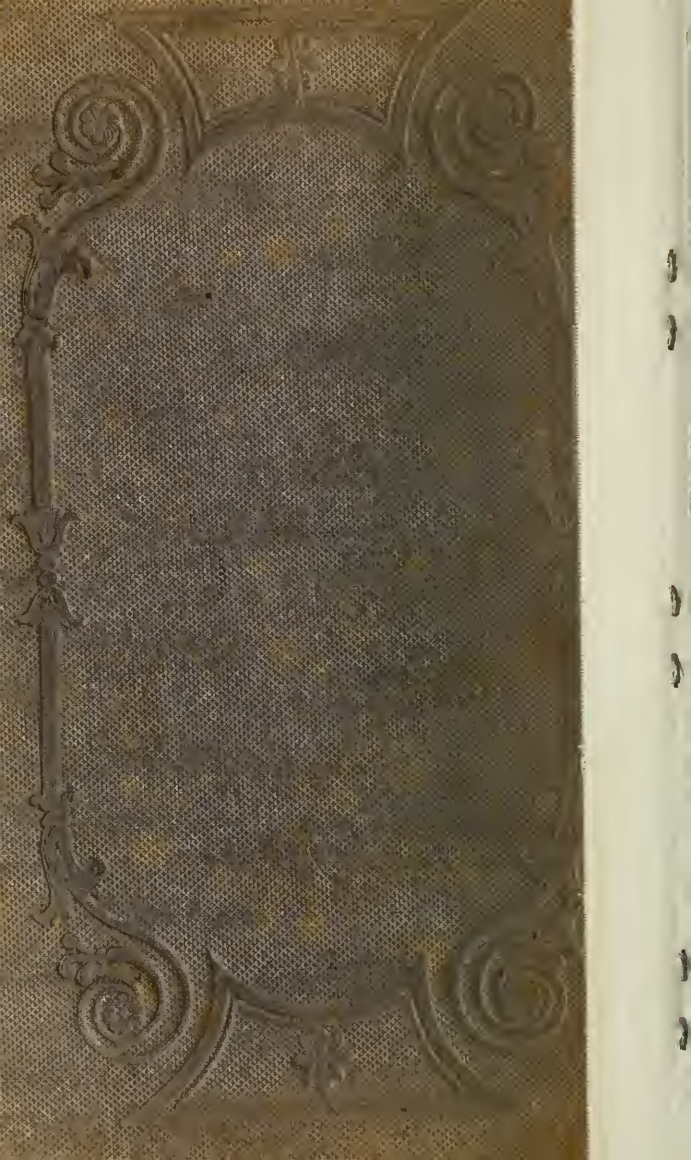
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